

It's a Contraction!

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Overall Goal for the Lesson:

Students will work with the SMARTboard activities to learn about what contractions are and how they are formed. They will get a lot of practice and interaction through the SMARTboard and will be able to quickly construct a contraction by the end. After working with the SMARTboard, students will also do an activity in which they will match pairs of words to their correct contraction.

Description of classroom, grade level, and students:

We will be working with a second grade class of 23 students. One of these students has ADD and has difficulty focusing. One of these students has dyslexia and needs additional time and help when working on assignments. Two of these students are gifted and talented and are able to work slightly ahead of the other students. The rest generally fall within the appropriate grade skill level in Language Arts.

Student Objectives for the lesson:

Given a pair of words, the students will be able to correctly put the words in their contraction form 8 out of 10 times.

Given a contraction, students will be able to correctly put them in their expanded form 8 out of 10 times.

Given a contraction, students will be able to correctly use it in a sentence and share the sentence aloud with the class.

Given the expanded form and the contraction, student will understand every time that the meaning does not change.

Length of Lesson:

30-40 minutes

Schedule of Activities:

Begin lesson by using SMARTboard to explain what a contraction is, and then ask students if they can think of any examples of contractions. Next you will show examples of contractions on SMARTboard and have students do the SMARTboard activities. They students will volunteer to complete different parts of SMARTboard activities on their own in front of the class. First, the students will be sorting contractions to determine what words make the contraction. Next, the students will be given words and will have to figure out what the contraction is for them. Then they will be given a contraction and have to figure out what two words made it. The last activity on the presentation is a game that the whole

class can participate in. The game can be made competitive by splitting the class into teams and making it a race to find each match. After completing the SMARTboard presentation, students will do a class activity. For this activity, one card will be passed out to each student, and each card has a match. One person will have the expanded form of a contraction and someone else will have the contracted form. The students will have to find their match and will sit down as soon as they do. With their partner they will then work together to create a sentence using the contraction they have. A few rounds can be played and they will be required to write a sentence each time and share it with the class.

PASS and Common Core Standards Addressed:

2. Structural Analysis

a. Build and understand compound words, contractions, and base words using prefixes and suffixes.

Example: compound words – straw + berry = strawberry

Example: contractions – I am = I'm

Example: prefixes – un + happy = unhappy

Example: suffixes – care + ful = careful

Example: care is the base word of careful; happy is the baseword of unhappy

PASS Instructional Technology Standards:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

Assessments: How will these activities be assessed?

Students will be assessed through their participation in the SMARTboard activities and by observing whether or not they are able to correctly build or deconstruct contractions. They will also be assessed through their ability to accurately use a contraction in a sentence and share it verbally.

Accommodations: How might the lesson need to be adapted for students with special needs?

For a student that might have visual impairments, the font on the activities can be enlarged or zoomed in. It can also be read aloud so that they are able to hear it. For the dyslexic student, all words on the board will need to be read aloud so that he knows what is going on throughout the lesson. Students will also work in groups and on teams for many of the assignments so the student with dyslexia will have assistance by his classmates. For the ADD student, he will need to participate as much as possible so as to keep him engaged. If he still needs extra help staying focused, he can do the activities on his own at his own computer with headphones so as to keep him from getting distracted.

Materials Needed:

- SMARTboard
- Notebook software
- Notebook activities/lesson
- Laptop or desktop computer for extra help
- Notecards with contractions and expanded form of contractions written on them
- Journals